

**Preparation:**

Before the first lesson, take time to familiarise yourself with the story.

**The Story – Handa’s Surprise (Walker Books)**

The story is about a little girl named Handa. One day, Handa puts seven different kinds of fruit into a basket. This is a gift for her friend Akeyo. Handa puts the basket with seven different kinds of fruit on top of her head and sets off for Handa’s village. On the way, a monkey takes the banana; an ostrich takes the guava; a zebra takes the orange; an elephant takes the mango; a giraffe takes the pineapple; an antelope takes the avocado; and a parrot takes the passion fruit. Handa’s basket is now empty. As she walks under a tangerine tree, a goat hits the tree and tangerines fill up the basket. Handa arrives at Akeyo’s village and gives her the basket of fruit. Akeyo is surprised to receive the fruit and Handa is surprised that her seven different kinds of fruit have been replaced by tangerines.

Make 10 wordcards, one each for the following words: **fruit, a banana, an orange, a pineapple, red, green, yellow, purple, a friend and hello.**

Example wordcard:

fruit
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**Handa’s Surprise (Walker Books)**

**Seating:** The children should be seated on the floor in a semi-circle, and the teacher should be seated in a chair in front of them.

**Talking about the cover and first page (10 minutes)**

Hold up the book and point to the cover. Show the children that the book opens from the left side. Read the title to the class. Read it again and ask the children to repeat it after you.

Point to the picture. Ask, **What can you see in the picture? [a girl (Handa), a basket, some fruit, an ostrich, grass and insects]** If they do not know the English words, ask for the Arabic names.

Ask the children what colour the various kinds of fruit are. [red, yellow, purple, green, orange, and brown] Ask them how many kinds of fruit they can see in the picture. [six]

Open the book at the title page. Point to the title and read it again. Ask the children to repeat it after you. Point to each kind of fruit in turn and try to elicit the names. Point and ask, **What is this? [left à right & front à back: a mango, a guava, a passion fruit, an avocado, an orange, a banana, and a pineapple]** If they do not know the English words, ask for the Arabic names. Then teach the English names. Then point to each of the fruits and ask, **What colour is this? [red, yellow, purple, green, orange, yellow and brown]**

**Reading the story (10 minutes)**

Read the story to the children, emphasizing the names of the fruit and pointing to them as you say the names. Turn the pages slowly and give the children time to look at the pictures on each page. Look at the children while you are reading. After you have read each page, check that the children are following the story.

Choose suitable places in the story to pause, and ask the children to predict what might happen next. For example, after reading page 2, pause and ask the children, **What is Handa going to do?** [take the food to her friend]

If you can, make the story come alive by using different voices for Handa and Akeyo.

**After reading (10 minutes)**

Close the book and talk to the children about the story. Ask them if they liked it. Ask them what they liked about the story. Ask them if they can remember some of the characters. Ask them to tell you what happened in the story.

Hold up the word card for **fruit**. Say the word and ask the children to repeat it after you. Show them the cover and ask the children, **What's in the basket?** [**fruit**] Hold up each wordcard in turn; say the word; and ask the children to repeat it. Then find a page which contains a matching picture in the book.

If there is time, and if the children are interested, read the story again.

## Second Session

## Sample Lesson 2

- Second Reading and Development of Language Activities

### Preparation:

Make word cards for each for the following words: **Handa, put, the, fruit, in, a, basket.** Choose two or three other sentences from the list below and prepare word cards for each of the words in them.

- She will be surprised.
- Which fruit will she like?
- Will she like the banana?
- Will she like the orange?
- Will she like the pineapple?
- I brought you a surprise.

### Handa's Surprise (Walker Books)

#### Reviewing characters and events in the story (10 minutes)

Without opening the book, ask the children if they can remember the title of the story, and the characters, animals or fruits in the story. Then ask them to tell you what happens in the story. Hold up the 10 word cards from the previous lesson and ask them to repeat the words. Ask the children if they can remember what each word means.

Turn to the two-page spread with pictures of fruit at the beginning of the book. Point at the banana. Ask, **What is this?** Say the word and ask the children to repeat after you. Repeat the process with each kind of fruit.

Turn to the two-page spread with pictures of animals at the end of the book. Beginning with the monkey, point at the pictures in turn and try to elicit the names of the animals. Ask, **What is this?** If the children do not know the English names, elicit the Arabic name and teach the word in English.

#### Reading the story again (10 minutes)

Open the book and read the story again. Encourage children's active participation. Use different voices for Handa and Akeyo. Ask the children to repeat the sentences after you. Pause from time to time and ask the children questions about the pictures. For example, before you read page 3, ask, **Where is she going?** [to Akeyo's village]

Ask children to make predictions. Ask children if they can remember what happens next. For example, after you finish page 4 and before you turn the page, ask, **What happens next?** [A monkey takes the banana.]

#### After reading (10 minutes)

Write the words **fruit, banana, orange** and **pineapple** on the board. Say each word out loud as you write it and ask the children to repeat it after you. Read through the words together. Give each of four children one word card with one of these words on it and ask them to match their cards with the correct word on the board.

On the board, write: **Handa put the fruit in a basket.** Say each word out loud as you write it and ask the children to repeat it after you. Read the complete sentence with the class. Give four children one word card each with one of the four words from the sentence. Ask them to match their card with the correct word on the board. Arrange the children with their word cards in a line at the front of the class in the same order as the words in the sentence.

Select the other sentences from the book for which you have prepared word cards. Follow the same procedure with these sentences. Write them on the board and read the complete sentence with the children. Then give the appropriate number of children a word card each and ask them to match their card with the correct word on the board. Arrange the children in the same order as the words in the sentences.

Ask children if they can say the word on their word card or the first sound of their word.

## Third Session

- Review and Follow-up Activities

## Sample Lesson 3

### Preparation:

Preparation will depend on the follow-up activities that you choose. You may need to prepare all or some of the following items: word cards, material to make puppets and masks, material for drawing pictures.

### Handa's Surprise (Walker Books)

#### Reviewing the story (10 minutes)

Read the story to the children again. By now they should be familiar with it. Let them share in the retelling, using different voices for Handa and Akeyo for fun.

#### Follow-up activities (20 minutes)

Choose two or three follow-up activities from the suggestions below.

- 1 Allocate ONE word card to each child in the class. The word cards should have the following 10 words: **fruit, banana, orange, pineapple, red, green, yellow, purple, friend** and **hello**. In a class of 30, for example, three children will be allocated the word **fruit**; three children will be allocated the word **banana**; and so on. Tell the children they are going to hear the story again. Ask them to stand up and sit down when they hear their word mentioned. Read the story again.
- 2 Choose words from the following list: **banana, orange, pineapple** and **mango**. Say the words and ask the children to draw pictures of the words you say. If the children can cope, add more challenging words such as **monkey** and **elephant**. Have them show their classmates their pictures.
- 3 Show children how to make puppets or masks of characters in the story. These can be used in role play.
- 4 Ask children to draw a picture of their favourite character, animal or fruit from the story, and write the name of the name of the character, animal or fruit at the top of their picture. Display the pictures round the classroom.